

Teacher Edition with Student Worksheets

Grade

Risk Watch[®]6



**An injury
prevention
program
from NFPA**



Getting Started

The *Risk Watch: Unintentional Injuries* Student Workbooks (kindergarten through grade six) are designed to supplement your injury prevention lessons. Each risk area includes a caregiver letter and three activity sheets. We hope this format makes it easy for you to download and print the worksheets you want to use with your students.

It's easy to use. Just click on the grade level you are teaching and you will find the eight topics. Student activity sheets and the caregiver letter can be found within the appropriate topic.

We have also included additional reproducible pages from *Risk Watch: Unintentional Injuries*. You will find the Knowledge Test, Test Score Summary Sheet, Caregiver Letters, Community Bulletins, *Risk Watch* Diploma, "Success" Incident Form, and Survey Form. Just select the item you would like to download and print.

The Knowledge Test included on this disk is an updated version. Feel free to use the test found in the *Risk Watch* module or the test on this disk.

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American Academy of Pediatrics
141 Northwest Point Blvd.
P.O. Box 927
Elk Grove Village, IL 60009-027
<http://www.aap.org/>

American Association of Poison Control Centers
3201 New Mexico Ave., NW, Suite 310
Washington, DC 20016
<http://www.aapcc.org/>

American Automobile Association
625 North Michigan Ave.
Suite 1530
Chicago, IL 60611
<http://www.aaa.com/>

American Red Cross
8111 Gatehouse Road, 6th Floor
Falls Church, VA 22042
<http://www.redcross.org/>

Consumer Federation of America
1424 16th St. NW, Suite 604
Washington, DC 20036
<http://www.consumerfed.org/>

Duke University Medical Center
Emergency Department North
Room 1662, Box 3096
Durham, NC 27710
<http://www.mc.duke.edu/>

Johns Hopkins University SHPH
Faculty of Social/Behavioral Sciences
624 North Broadway, Room 592
Baltimore, MD 21205

Home Safety Council™
P.O. Box 111, 1605 Curtis Bridge Drive
Wilkesboro, NC 28697
<http://www.homesafetycouncil.org/>

Maternal and Child Health Bureau
5600 Fishers Lane
Parklawn Building, Room 18- A 39
Rockville, MD 20857
<http://www.mchb.hrsa.gov/>

National Center for Injury Prevention and Control
Centers for Disease Control and Prevention
4770 Buford Highway, NE, Mailstop K63
Atlanta, GA 30341-3724
<http://www.cdc.gov/>

National Highway Traffic Safety Administration
Office of Occupant Protection
400 Seventh St., SW, Rm. 5118, NTS-11
Washington, DC 20590
<http://www.nhtsa.dot.gov/>

National SAFE KIDS Campaign®
1301 Pennsylvania Ave., NW
Washington, DC 20004
<http://www.safekids.org/>

National Safety Council
Community Safety Division
1121 Spring Lake Drive
Itasca, IL 60143-3201
<http://www.nsc.org/>

Sowers Associates
National Consultants, Health and Safety Education
1 Park Ave.
Hampton, NH 03842

United States Consumer Product Safety Commission
4330 East West Highway
Bethesda, MD 20814
<http://www.cpsc.gov/>

United States Fire Administration
16825 S. Seton Ave., Building N300G
Emmitsburg, MD 21727
<http://www.usfa.fema.gov/>

University of Wisconsin
Department of Pediatrics
600 Highland Ave., H6/440
Madison, WI 53792



Public Education Division
One Batterymarch Park
Quincy, MA 02169
(617)984-7285
fax (617)770-0200

Dear Parent or Caregiver:

Our class is learning about injury prevention through an exciting program called *Risk Watch*®. Developed by the nonprofit National Fire Protection Association (NFPA) with co-funding from the Home Safety Council™, *Risk Watch* is a comprehensive curriculum designed to give children in preschool through grade eight the information and support they need to make positive choices about their personal safety and well-being. The program targets the top eight risk areas for this age group: motor vehicle safety; fire and burn prevention; choking, suffocation, and strangulation prevention; poisoning prevention; falls prevention; firearms injury prevention; bike and pedestrian safety; and water safety.

Why is it so important to teach kids about safety? Because each year more school-age children are disabled or die from unintentional injuries than from kidnapping, drugs, and disease combined. These are tragedies that affect not just the child and family, but his or her classmates, friends, and the community as a whole.

The good news is there's something we can all do. By teaching children how to recognize and avoid the things that put them most at risk, we can help them lead fuller and more productive lives. And as your child's primary caregiver, you can support this effort by setting a good example at home and by providing careful supervision of your children at all times. Visit the official *Risk Watch* Web site at www.riskwatch.org for more information for parents and kids.

As a teacher, I'm committed to helping my students live up to their full potential. Keeping them safe is an important first step. I hope you'll help make safety a habit in your family by becoming "Risk Watchers" at home.

Risk Watch™ Campaign for Safety Survey

Name: _____

Age: _____

- | | | |
|--|------------------------------|--|
| 1. I buckle up on every car ride. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Our home has a working smoke detector on every level and in or near each sleeping area. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. My family has practiced our home fire escape plan within the last six months. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. I always take small bites of food and eat sitting down. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. In my home, household cleaners, medications, and vitamins are stored where children cannot see or reach them. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. I hold on to the handrail when I use an escalator. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. If there is a gun in our home, it is kept unloaded and locked away at all times, with bullets locked away in a separate location. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 8. In our family, kids under age 10 do not cross the street without a grown-up present. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. I wear a bike helmet every time I ride. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. I know how to swim and I always swim with a buddy in supervised areas. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Great Safety Trade Show

Project Timeline

Team Members: _____

Risk Area: _____

Date of Show: _____

Location: _____

Time: _____

Exhibit: _____

Skill message(s) to be presented: _____

Risk Area Information Outline Due: _____

Written Layout Design Due: _____

Exhibit Complete: _____

Written Brochure Draft Due: _____

Final Brochure Due: _____

Budget Required: _____

Performance: _____

Skill message(s) to be presented: _____

Outline of Performance Due: _____

Final Written Script Due: _____

Costume Design Ideas Due: _____

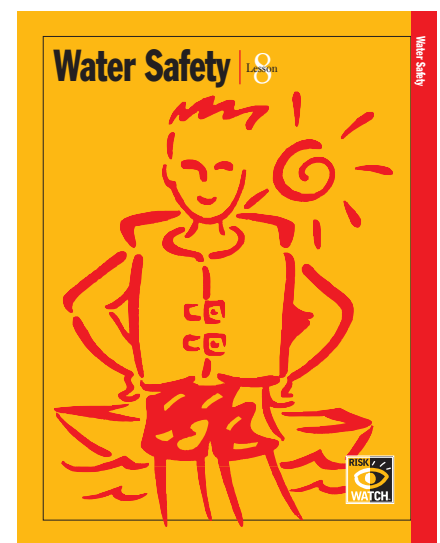
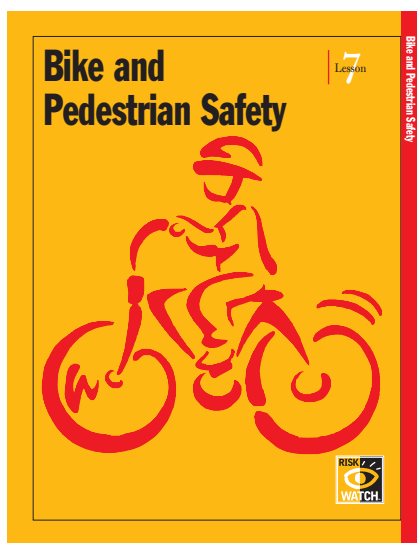
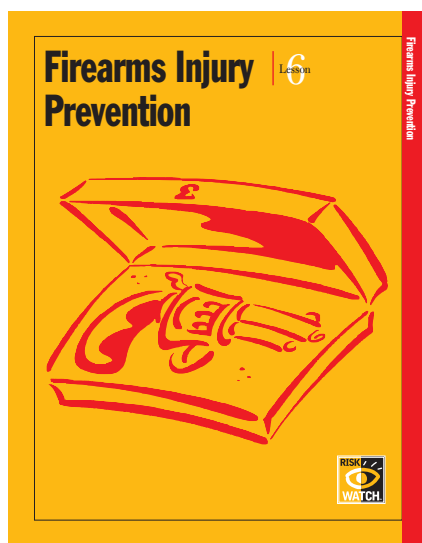
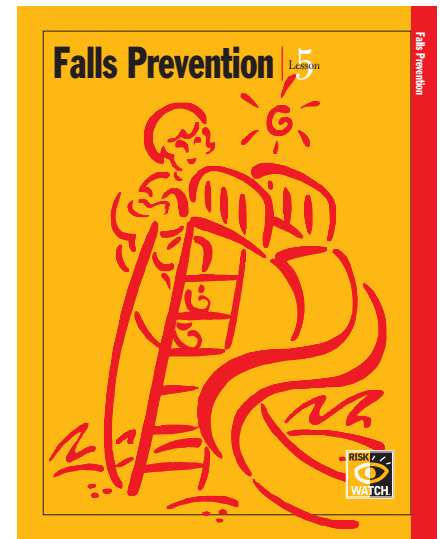
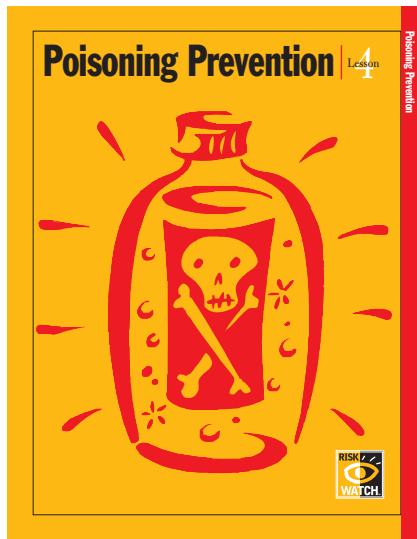
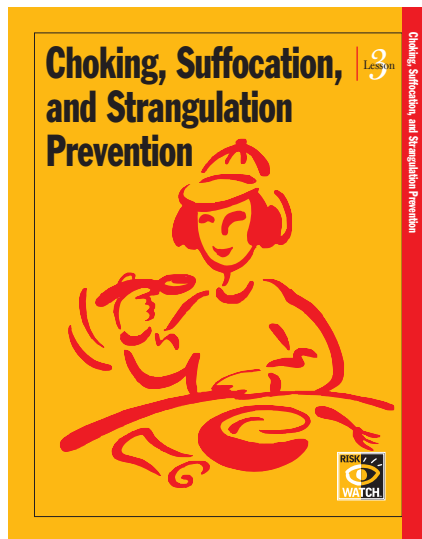
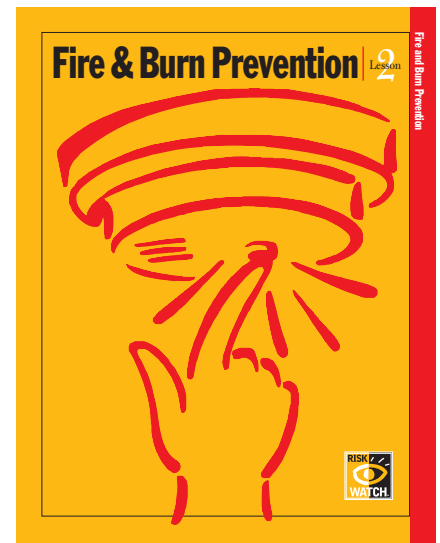
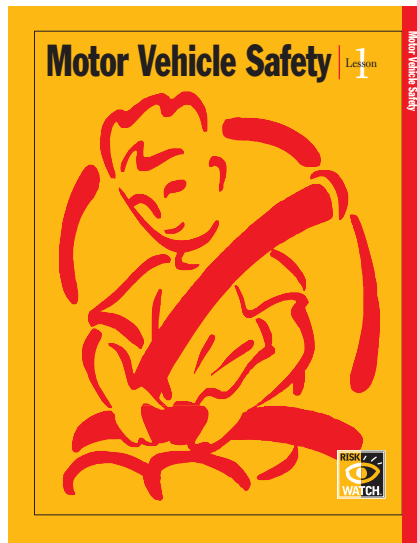
Set Design Ideas Due: _____

Dress Rehearsal: _____

Budget Required: _____

Risk Watch® Icon Cards

Duplicate this sheet to use the Risk Watch icons in student projects. Ideas for the icons include decorating student journals, Risk Watch safety badges, props for presentations, games, or other fun ideas you may have!





Motor Vehicle Safety



Home Activity

Learn about safety. Have your child obtain statistics on motor vehicle crashes in your community. Possible resources are the local newspaper, the mayor's office, the police department, and/or the Internet. Have your child share his or her research with you. Ask your child questions about how the crashes could have been prevented. Ask what can be done to keep someone safe when riding in a motor vehicle.

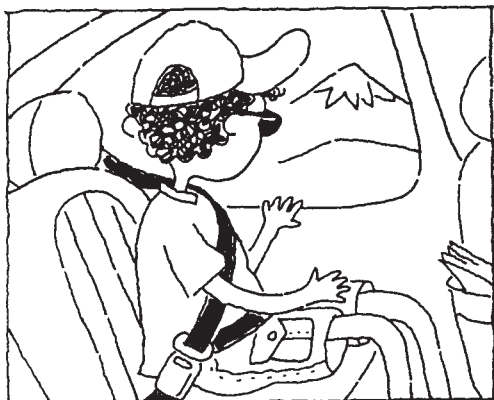
Visit www.riskwatch.org or www.sparky.org for more information and activities.

Your child has been learning about the dangers presented by motor vehicles and school buses and the ways to be protected from injury. Motor vehicle crashes are the leading cause of unintentional injury and death for children aged 14 and under. In 2000, 1,654 children in the United States aged 14 and under died in motor vehicle crashes. About 55 percent of motor vehicle occupants aged 14 and under who were killed in fatal crashes, in 2001, were unrestrained. An estimated 228,000 children aged 14 and under were injured in motor vehicle crashes. Some of these injuries involved brain and spinal cord damage, which can have a lifelong effect on the injured child.

Child restraint systems, such as infant seats, convertible seats, booster seats, and safety belts, however, can reduce the risk of death by up to 71 percent. However, 85 percent of children who ride in motor vehicles are improperly restrained. A child who weighs between 40 and 80 pounds should use a belt-positioning booster seat. A belt-positioning booster seat elevates the child to ensure a proper fit of the lap-shoulder safety belt. When the child has reached a weight of 80 pounds, is approximately 58 inches tall, and has a sitting height of 29 inches, he or she can be properly restrained with a lap-shoulder safety belt. For the lap-shoulder safety belt to work effectively, the shoulder belt should cross the collarbone and the center of the chest. The lap belt should fit low and tight across the upper thighs.

Children can not ride comfortably and remain properly restrained using a lap-shoulder safety belt until they are tall enough for their knees to bend over the edge of the seat when their backs are resting firmly against the seat. In addition, all children 12 and under should ride in the back seat.

Because many children ride a school bus at one time or another, it is important to remind them of school bus safety rules. Your child will be reviewing these rules in class.



Data sources: Boost America!, National Center for Injury Prevention and Control, National Highway Traffic Safety Administration (NHTSA), National SAFE KIDS Campaign®.

Name _____

Date _____



Point, Counterpoint

Read each sentence below. Then write an argument against the opinion that is being expressed. Be sure to use correct grammar, punctuation, and spelling.

- 1.** I don't need to wear a safety belt because my parent/caregiver is a good driver.

- 2.** A child that weighs 70 pounds does not need to sit in a booster seat in the rear of the vehicle.

- 3.** A 12-year-old child can sit unbelted in the front of a motor vehicle because he or she is strong enough to restrain himself or herself in the event of a crash.

- 4.** If you drop something near the school bus, it's okay to pick it up.

- 5.** You don't need to wear a lap-shoulder safety belt when riding in a friend's car if it's a short drive.

Name _____

Date _____



Motor Vehicle Safety Rules

Read each statement and decide whether it is true or false. If the statement is false, write the correction on the line provided.

- 1.** Children 14 and under should ride in the back seat wearing a lap-shoulder safety belt.

- 2.** Children between 40 and 80 pounds should use a belt-positioning booster seat.

- 3.** It's okay to walk around or change seats while the school bus is moving.

- 4.** When you get on the bus, take your seat quickly. Place your belongings wherever you can find space.

- 5.** When riding in the school bus, you should be quiet or talk softly so that you can hear the bus driver.

Name _____

Date _____



Point, Counterpoint

Read each sentence below. Then write an argument against the opinion that is being expressed. Be sure to use correct grammar, punctuation, and spelling. **Answers will vary.**

- 1.** I don't need to wear a safety belt because my parent/caregiver is a good driver.

- 2.** A child that weighs 70 pounds does not need to sit in a booster seat in the rear of the vehicle.

- 3.** A 12-year-old child can sit unbelted in the front of a motor vehicle because he or she is strong enough to restrain himself or herself in the event of a crash.

- 4.** If you drop something near the school bus, it's okay to pick it up.

- 5.** You don't need to wear a lap-shoulder safety belt when riding in a friend's car if it's a short drive.

Name _____

Date _____



Motor Vehicle Safety Rules

Read each statement and decide whether it is true or false. If the statement is false, write the correction on the line provided.

1. Children 14 and under should ride in the back seat wearing a lap-shoulder safety belt.

False. Children 12 and under should ride in the back seat and use the appropriate restraining device for the child's size.

2. Children between 40 and 80 pounds should use a belt-positioning booster seat.

True.

3. It's okay to walk around or change seats while the school bus is moving.

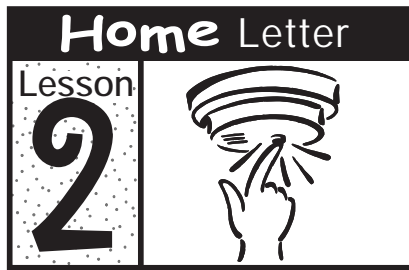
False. Stay in your seat at all times.

4. When you get on the bus, take your seat quickly. Place your belongings wherever you can find space.

False. Do not push or shove when getting on the bus. Keep your backpack and/or lunch box either next to you or under the seat in front of you.

5. When riding in the school bus, you should be quiet or talk softly so that you can hear the bus driver.

True.



Fire and Burn Prevention



Home Activity

Know the rules. Plan and practice your home fire escape drill. Ask your child to explain how he or she would escape a fire if spending the night at a friend's home.

Visit www.riskwatch.org or www.sparky.org for more information and additional activities.

Your child has been learning basic information regarding fire and burn prevention. In the United States, fire kills more than 3,500 people a year and is the cause of tens of thousands of related injuries. In 1998 in the United States, 800 children aged 14 and under died from fire.

It is important to know that some children may experiment with fire just to see what it is like. Some children seek attention to themselves by playing with dangerous items, and others intentionally set fires as a way of acting out their anger or frustration. Proper supervision of children and appropriate assignment of responsibility are two things you can do to prevent this behavior. You also can remove all potential fire hazards from your home and store items that can start a fire in a safe place. These items include matches and lighters, gasoline, kerosene, and paint thinner. It is important to understand that fire play could result in serious personal harm or property loss. Deliberate or intentional firesetting could have legal consequences, too. Programs are available to help assess a child's fire behavior and provide appropriate education and assistance.

Every family member should know what to do in the event of a fire. When the smoke alarm sounds, get out of the home, and stay out of the

home. Call your fire department's emergency number from a neighbor's home or from a portable or cellular phone to report the fire.

In addition, your child has learned about cooking safety. Children should cook only with permission and under the supervision of a grown-up. Pot handles should be turned toward the back of the stove so that pots won't be knocked off or pulled down by children. When cooking always use pot holders or oven mitts. Only grown-ups should handle hot containers. While microwave ovens stay cool, the food inside can be very hot. Children should use caution when removing food from the microwave. Allow food to cool before eating.



Data source: NFPA.

Name _____

Date _____



Cooking Safety

Read each safety message below. If the message is incorrect, rewrite it to make it correct. Correct any capitalization and punctuation errors that appear in the messages by circling each letter that should be capitalized and adding any missing punctuation.

1. my dad always cooks with baking soda nearby

2. children should cook with permission and under the supervision of a grown-up.

3. hector cooks french fries on the stove before his mom gets home from work

4. pot handles should be turned outward

5. My mom always uses pot holders or oven mitts.

6. bob carefully removes covers or plastic wrap from food cooked in a microwave oven.

7. Never leave food cooking unattended.

8. Marissa makes sure stoves and other cooking equipment are greasy

Name _____

Date _____



Trouble in the Kitchen

Read the following stories. Write a summary of each, including what the proper response to the emergency should have been, and what should have been done to prevent the incident.

Incident 1

When 12-year-old Samuel and his little sister Kris got home from school, Samuel realized no one else was home. Because he was hungry, he decided to heat up some soup. He placed the pot of soup on the stove, turned the burner on, and then headed for his room to watch television. About 15 minutes later, Kris, who was six, walked into the kitchen, looking for something to eat. She smelled something good coming from the stove, so she reached up, grabbed the pot handle and pulled the pot toward her. The boiling hot soup poured all down the front of Kris. Samuel heard her scream from his bedroom. He ran into the room, grabbed Kris, and ran her down the street to his best friend's house for help.

Incident 2

Carole and John, hungry from a tough junior high soccer game, decided to make some french fries for a quick snack. John filled the frying pan with oil and turned on the burner. The oil heated up quickly, and Carole added the fries. While the fries were cooking, Carole and John went to their rooms to change into clean clothes. John phoned his friend to discuss the game, and Carole tried to remove the stain from her jersey. About 25 minutes later the kids heard the smoke alarm. They ran into the kitchen and realized that they had started a grease fire. They ran through the house trying to open the windows. When the smoke got too thick, they finally went outside. Luckily, a neighbor saw smoke coming from their house and called the fire department.

Incident 1

Incident 2

Name _____

Date _____



Fire Safety Tips

Read the following instructions. In the space provided, write your own safety tips.

Boiling Water

Get a pot and fill it halfway with water. Light the stove, and place the pot on one of the burners. Turn the burner down to medium. The water should begin to boil in about 10 to 15 minutes. Remove the pot from the burner.

Heating Rolls

Turn the oven on to the designated temperature. Place the rolls on a cookie sheet. After the oven heats up, open the oven and place the cookie sheet on the middle rack. Close the door. Set the timer for about 12 minutes. When the timer sounds, open the oven and take the cookie sheet out. Place the cookie sheet on the counter, and remove the rolls. Place the rolls on a cooling rack.

Boiling Water

Heating Rolls

Name _____

Date _____



Cooking Safety

Read each safety message below. If the message is incorrect, rewrite it to make it correct. Correct any capitalization and punctuation errors that appear in the messages by circling each letter that should be capitalized and adding any missing punctuation.

1. my dad always cooks with baking soda nearby

2. children should cook with permission and under the supervision of a grown-up.

3. hector cooks french fries on the stove before his mom gets home from work
Hector waits to cook french fries on the stove until his mom gets home from work.

4. pot handles should be turned outward
Pot handles should be turned inward.

5. My mom always uses pot holders or oven mitts.

6. bob carefully removes covers or plastic wrap from food cooked in a microwave oven.

7. Never leave food cooking unattended.

8. Marissa makes sure stoves and other cooking equipment are greasy
Marissa makes sure stoves and other cooking equipment are clean.

Name _____

Date _____



Trouble in the Kitchen

Read the following stories. Write a summary of each, including what the proper response to the emergency should have been, and what should have been done to prevent the incident.

Incident 1

When 12-year-old Samuel and his little sister Kris got home from school, Samuel realized no one else was home. Because he was hungry, he decided to heat up some soup. He placed the pot of soup on the stove, turned the burner on, and then headed for his room to watch television. About 15 minutes later, Kris, who was six, walked into the kitchen, looking for something to eat. She smelled something good coming from the stove, so she reached up, grabbed the pot handle and pulled the pot toward her. The boiling hot soup poured all down the front of Kris. Samuel heard her scream from his bedroom. He ran into the room, grabbed Kris, and ran her down the street to his best friend's house for help.

Incident 2

Carole and John, hungry from a tough junior high soccer game, decided to make some french fries for a quick snack. John filled the frying pan with oil and turned on the burner. The oil heated up quickly, and Carole added the fries. While the fries were cooking, Carole and John went to their rooms to change into clean clothes. John phoned his friend to discuss the game, and Carole tried to remove the stain from her jersey. About 25 minutes later the kids heard the smoke alarm. They ran into the kitchen and realized that they had started a grease fire. They ran through the house trying to open the windows. When the smoke got too thick, they finally went outside. Luckily, a neighbor saw smoke coming from their house and called the fire department.

- Incident 1** *Check students' summaries. Each should include that the kids prepared food without adult permission or supervision. They all left cooking food unattended, which caused Samuel's sister to get burned and a fire in Carole and John's house. Samuel should have run cool water over his sister's burned skin for 10 to 15 minutes and called an adult for help. Carole and Jon should have left the house immediately after they realized they had started a fire and then called the fire department from an outside phone.*
- Incident 2**

Name _____

Date _____



Fire Safety Tips

Read the following instructions. In the space provided, write your own safety tips.

Boiling Water

Get a pot and fill it halfway with water. Light the stove, and place the pot on one of the burners. Turn the burner down to medium. The water should begin to boil in about 10 to 15 minutes. Remove the pot from the burner.

Heating Rolls

Turn the oven on to the designated temperature. Place the rolls on a cookie sheet. After the oven heats up, open the oven and place the cookie sheet on the middle rack. Close the door. Set the timer for about 12 minutes. When the timer sounds, open the oven and take the cookie sheet out. Place the cookie sheet on the counter, and remove the rolls. Place the rolls on a cooling rack.

Boiling Water

Ask an adult if you can cook. Have an adult light the stove.

Turn the pot handle inward.

Use a pot holder if the pot handle is hot. If the pot is too heavy, have an adult carry it.

Make sure no small children are near the stove.

Turn the burner off once you are finished.

Heating Rolls

Ask an adult if you can cook. Have an adult set the oven.

Make sure nothing is in the oven when you set the temperature.

Stand back from the oven door when you open the door.

Use a pot holder to remove the cookie sheet from the oven.

Place the hot cookie sheet on a hot pad.

Remove the hot rolls using a pot holder.

Turn the oven off once you are finished.



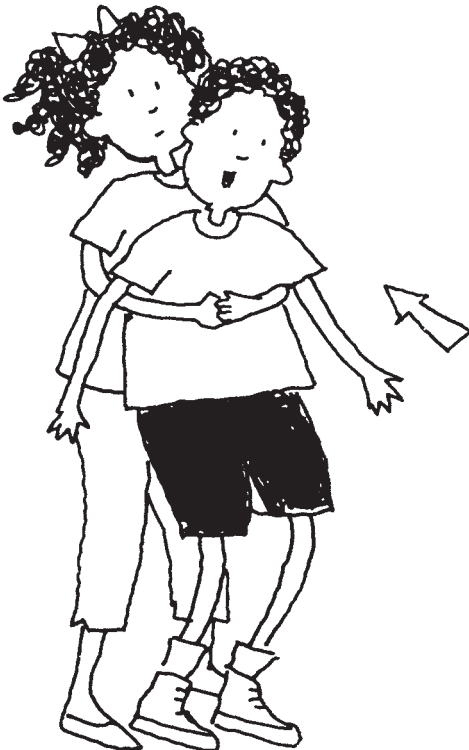
Choking, Suffocation, and Strangulation Prevention



Home Activity

Find potential dangers in the home. Have your child find potential choking hazards. Have him or her test each item using an empty toilet paper roll. Objects larger than the roll can be considered safe, while objects that fit inside the roll are potential hazards for young children.

Visit www.riskwatch.org or www.sparky.org for more information and additional activities.



Your child has been learning about the dangers of choking, suffocation, and strangulation and how to recognize potentially dangerous items and situations that could cause injury. Unfortunately, these types of injuries are far too common. In 2000, in the United States, 634 children aged 14 and under died from suffocation, strangulation, or entrapment. In 2000, in the United States, 160 children aged 14 and under died from choking.

Knowing the risks can help you protect your child. Remind your child to sit while eating and to chew food thoroughly. You can help reinforce these habits with your child during mealtimes at home.

Your child has learned how and when to perform the Heimlich maneuver to aid someone who is choking. To perform the Heimlich maneuver:

1. Ask if the person in distress can cough, speak, or breathe. If he or she can, then do not interfere. If the person is unable to cough, speak, or breathe, begin the Heimlich maneuver.
2. Stand behind the person. Place the thumb side of your fist against the middle of the person's abdomen, between the navel and the breastbone. Grasp your fist with your other hand.
3. Give four quick, upward thrusts into the abdomen.
4. Repeat the thrusts until the obstruction is dislodged and the airway is clear.

All parents and caregivers are urged to learn the Heimlich maneuver and to take a Cardiopulmonary Resuscitation (CPR) course. Knowing exactly what to do in an emergency can save someone's life.

If your child is beginning to baby-sit, stress the need for constant supervision of young children. Reinforce the importance of sitting while eating food, and explain that younger children are at risk of choking on small, round foods such as hot dogs, candies, nuts, grapes, and popcorn. Small toys can be a choking hazard to young children. Emphasize that small toys should be kept out of the reach of young children.

Unintentional strangulation also claims many young lives each year. Most strangulation incidents occur on the playground. Discuss the importance of avoiding scarves or clothes with drawstrings when playing. If your child is beginning to baby-sit, reinforce the importance of constant supervision of younger children under your child's care.

Data sources: Centers for Disease Control and Prevention (CDC), National SAFE KIDS Campaign®.

Name _____

Date _____



An Acrostic

An acrostic is a word in which each letter is the beginning of a sentence or a new line of poetry. Here is an example:

Children should avoid wearing necklaces on playgrounds.

Hazards include refrigerators and toy boxes.

Only food should be put in your mouth.

Knowing the Heimlich maneuver can save a life.

Inspect toys for choking hazards.

Never eat while running or playing.

Grapes and nuts are choking hazards for young children.

In the space below, create your own acrostic using the word *choking*, *strangulation*, or *suffocation*.

Then write the synonym for each word listed below. Use a thesaurus or dictionary for help.

- | | |
|--------------------|-------------------|
| 1. choke _____ | 4. prevent _____ |
| 2. suffocate _____ | 5. careless _____ |
| 3. hazard _____ | |

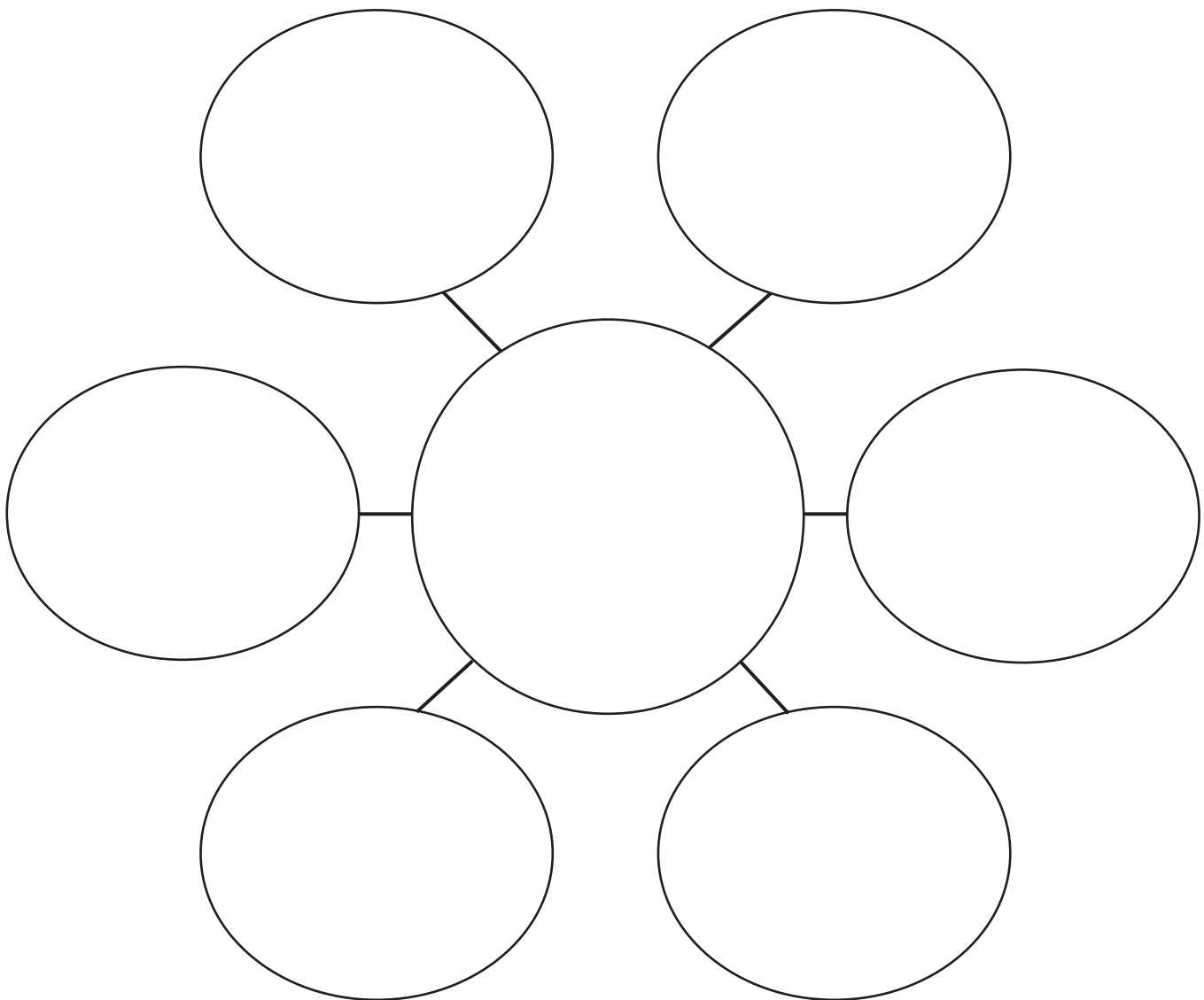
Name _____

Date _____



Graphic Organizers

A graphic organizer helps explain an idea by showing information in a useful, organized way. One type of graphic organizer is a web. Write the word choking, suffocation, or strangulation in the center circle of the web below. Then develop your web by adding information around the word to help explain the hazard and how it can be prevented.



On a separate sheet of paper, create an outline using the information in your web.

Name _____

Date _____



Web to Essay

Write an essay in the space below using the information from your graphic organizer and outline.

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

Name _____

Date _____



An Acrostic

An acrostic is a word in which each letter is the beginning of a sentence or a new line of poetry. Here is an example:

Children should avoid wearing necklaces on playgrounds.

Hazards include refrigerators and toy boxes.

Only food should be put in your mouth.

Knowing the Heimlich maneuver can save a life.

Inspect toys for choking hazards.

Never eat while running or playing.

Grapes and nuts are choking hazards for young children.

In the space below, create your own acrostic using the word *choking*, *strangulation*, or *suffocation*.

Poems will vary.

Then write the synonym for each word listed below. Use a thesaurus or dictionary for help.

1. choke **strangle, suffocate**

2. suffocate **smother, choke**

3. hazard **risk, chance**

4. prevent **stop, block**

5. careless **reckless, lax**

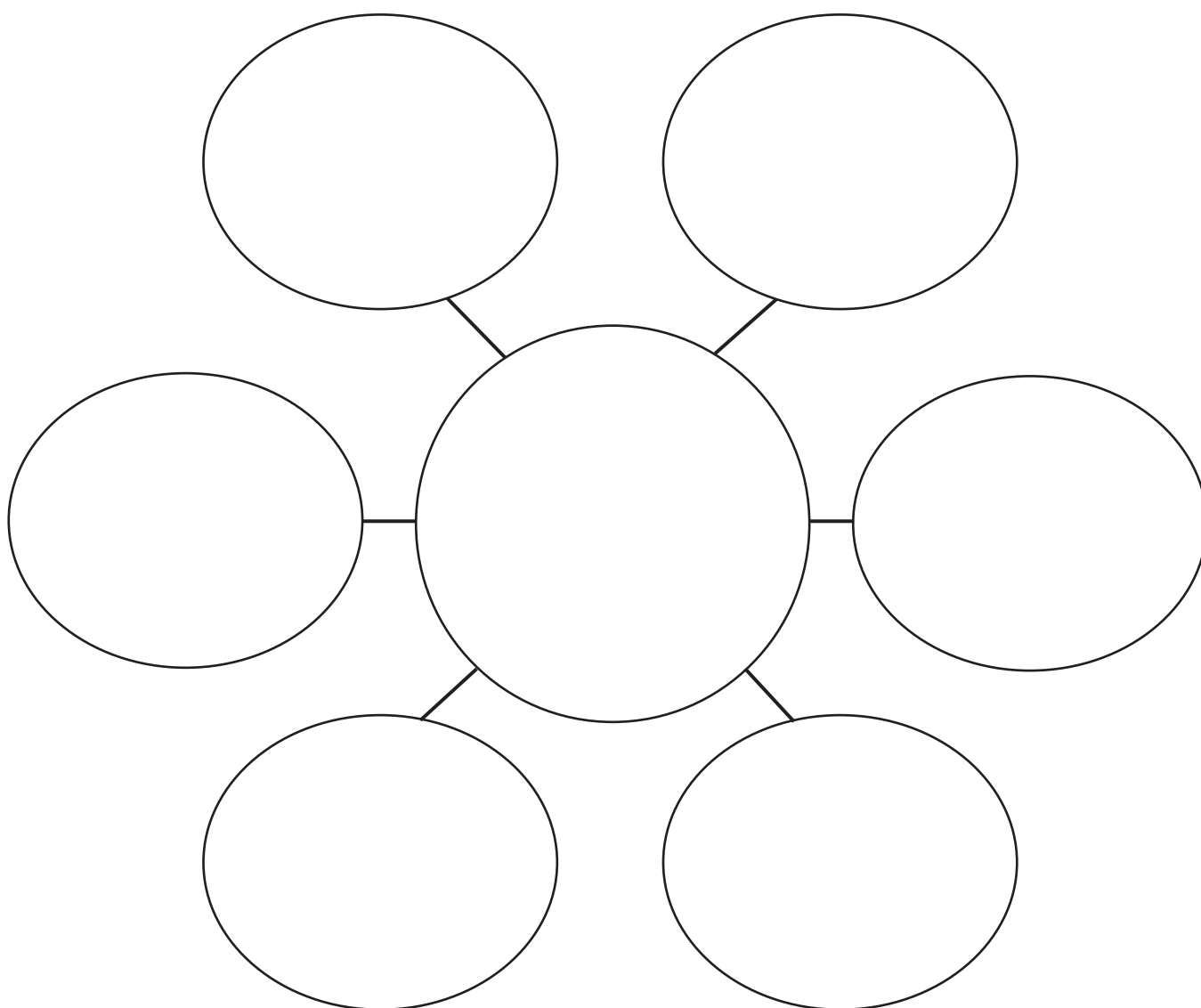
Name _____

Date _____



Graphic Organizers

A graphic organizer helps explain an idea by showing information in a useful, organized way. One type of graphic organizer is a web. Write the word choking, suffocation, or strangulation in the center circle of the web below. Then develop your web by adding information around the word to help explain the hazard and how it can be prevented. ***Answers will vary.***



On a separate sheet of paper, create an outline using the information in your web. ***Answers should reflect the information in the graphic organizer.***

Name _____

Date _____

Web to Essay

Write an essay in the space below using the information from your graphic organizer and outline.

Answers will vary.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.



Poisoning Prevention



Home Activities

Discuss safety. Encourage your child to talk to relatives about how to prevent a poisoning emergency. Tell your child to explain to relatives ways they can make their homes safe against a poisoning incident. Your child should offer to help check their homes for poisons.

Visit www.riskwatch.org or www.sparky.org for more information and additional activities.

Your child has been learning how to stay safe from poisons commonly found in or around the home. A poison is a substance containing toxic chemicals that can cause serious illness, injury, or even death when eaten or inhaled.

In the United States, a child is poisoned every 30 seconds. Poison Control Centers across the nation received more than 1.1 million reports of unintentional poisonings in children ages five and under in 2001. In 2000, 91 children aged 14 and under were fatally poisoned. More than 90 percent of all poisonings happened inside the home.

It is not difficult to understand why children are at increased risk for poisoning. Younger children have a tendency to put things in their mouths, while older children may taste or smell things out of curiosity. Some children are poisoned through no fault of their own by a colorless, odorless gas called carbon monoxide. Regardless of the poison, the results can be life-threatening, even fatal, because of the small size of children.

Safeguard your child by purchasing medicines and vitamins with child-resistant caps. Store all cleaning products and flammables out of your child's reach, preferably in a locked cabinet. Keep all poisonous substances in their original containers. If possible, install laboratory-listed carbon monoxide detectors inside your home to protect your family from carbon monoxide poisoning. To help keep your family safe, post the Poison Control Center's phone number, 1-800-222-1222, on or near your telephone. Should you ever suspect that your child has taken a poison, stay calm and call the Poison Control Center right away. Have the container from which the poison was taken handy in case you need to answer any questions about the poison.

In addition, teach your child never to eat or drink anything, including medicine, without asking a trusted grown-up first. Make sure your child knows to tell a grown-up if someone finds a poison and to stay away from areas that may pose a poisoning risk.



Data sources: American Association of Poison Control Centers, National SAFE KIDS Campaign®.

Name _____

Date _____



Parts of Speech

Read each sentence. Identify the part of speech for each underlined word.
Mark the correct number on the line provided.

1—noun 2—verb 3—adjective

- _____ **1.** The medicine is locked in the cabinet.
- _____ **2.** We posted the Poison Control Center telephone number by the phone.
- _____ **3.** My mom gave me some medicine, and it tasted sour.
- _____ **4.** The tour guide told us that the berries were poisonous.
- _____ **5.** My uncle noticed that the gasoline was not stored properly.
- _____ **6.** The smelly bleach was left on the counter.
- _____ **7.** Before we arrived at my grandfather's house, he put his medicine in a locked cabinet.
- _____ **8.** The Poison Control Center expert can provide you with important information.
- _____ **9.** It is important to have a carbon monoxide detector in your home.
- _____ **10.** We found old paint cans in the garage.

Write a paragraph explaining why it is important to take medicine only from a trusted grown-up. When you finish writing, review your paragraph and circle four nouns, underline four verbs, and draw boxes around four adjectives.

[illegible]

Name _____

Date _____



Parts of Speech

Read each sentence. Identify the part of speech for each underlined word. Mark the correct number on the line provided.

1—noun 2—verb 3—adjective

- 1 **1.** The medicine is locked in the cabinet.
- 2 **2.** We posted the Poison Control Center telephone number by the phone.
- 2 **3.** My mom gave me some medicine, and it tasted sour.
- 3 **4.** The tour guide told us that the berries were poisonous.
- 1 **5.** My uncle noticed that the gasoline was not stored properly.
- 3 **6.** The smelly bleach was left on the counter.
- 2 **7.** Before we arrived at my grandfather's house, he put his medicine in a locked cabinet.
- 1 **8.** The Poison Control Center expert can provide you with important information.
- 2 **9.** It is important to have a carbon monoxide detector in your home.
- 3 **10.** We found old paint cans in the garage.

Write a paragraph explaining why it is important to take medicine only from a trusted grown-up. When you finish writing, review your paragraph and circle four nouns, underline four verbs, and draw boxes around four adjectives.

Answers will vary. Check students' work.

Name _____

Date _____

Make It Right

The boys in the story below did all the wrong things. In the space provided, rewrite the story. Tell what the boys should have done if they had followed the safety rules.

Matthew and David were playing outside in the backyard. They found a can of spray paint and decided to play with it. David grabbed the can first, but he had the nozzle pointed toward his face. He pushed the nozzle, and paint sprayed all over his face.

Matthew ran inside the house. He left the spray can beside David. He called the operator to ask for the number of the national Poison Control Center—he didn't look at the list of emergency numbers listed by the phone. Then he saw the numbers, hung up, and called his local Poison Control Center.

When Matthew reached a Poison Control Center, he told the operator what had happened, and then he hung up.

Answers will vary but should include the following: the boys should not have played with the can of spray paint, Matthew should have brought the paint can in with him so he could describe it to the Poison Control Center expert, Matthew should have looked for the Poison Control Center number on the emergency number list posted by the phone, Matthew should not have hung up the phone until the Poison Control Center expert told him to do so.



Falls Prevention

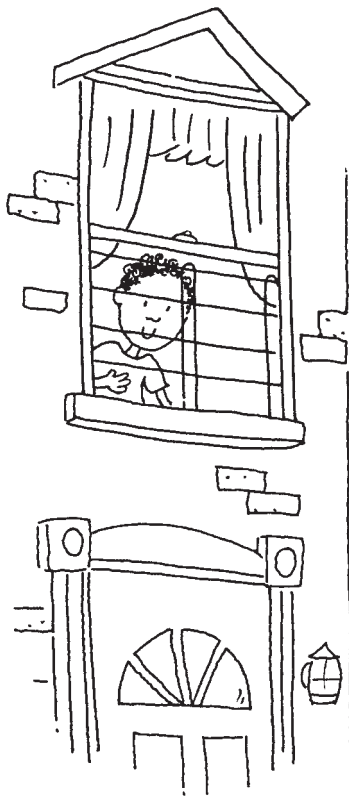


Home Activity

Perform a home safety check.

Take a tour with your child around your home. Have your child identify possible safety hazards that might cause falls. Discuss prevention strategies and safety techniques as you identify hazards.

Visit www.riskwatch.org or www.sparky.org for more information and activities.



Your child has been learning about the danger of falls and about how falls can be prevented. In 2000, in the United States, 81 children aged 14 and under died as a result of fall-related incidents, and more than half were children aged 4 or younger. In 2001, more than 2.5 million children aged 14 and under were injured and treated in hospital emergency departments as a result of fall-related incidents. Each year, an estimated 15 children ages 14 and under die and approximately 233,500 are treated in hospital emergency rooms for playground equipment-related injuries. In fact, nearly three-fourths of all playground injuries are caused by falls, some of which occur in a child's own backyard.

If your child is beginning to baby-sit, stress the importance of constant supervision of younger children. Your child has learned to identify safe play areas and should make sure that children under his or her care are playing in a safe play area. Play areas should be covered with 12 inches of materials such as mulch, pea gravel, wood chips, or specially designed rubber substances that cushion a fall. **Dirt and grass as well as traditional gravel surfaces do not provide adequate protection when falls occur.**

When supervising young children, your child should enforce safe play rules such as taking turns on playground equipment, keeping shoes on with the shoelaces tied, wearing suitable clothing, and being aware of potential playground dangers. Children should be instructed not to play on stairs, balconies, or windows.

Remind your child to think about the potential consequences of childish behavior, such as fooling around on the stairs or an escalator, playing on a balcony or window, or climbing poles. Many children do not think of the possibility of a permanent disability or death from reckless behavior.

Data Sources: Consumer Federation of America, National SAFE KIDS Campaign®.

Name _____

Date _____



Safety Checklist

Review the facts below. Then answer the questions that follow.

- The surface under and around the play equipment should be a soft, loose material such as wood chips, shredded bark mulch, sand, pea gravel, pre-molded rubber tiles, or pour-in-place systems.
- The surface should be maintained at a depth of at least 12 inches.
- Play equipment should have a six-foot "fall zone" from the perimeter of the equipment. A fall zone is the area under and around a piece of equipment where a child might fall.
- The highest platform on climbing equipment, or the top of any slide, should not exceed four feet above the protective surface for preschool-age children, or six feet above the protective surfacing for school-age children.
- Elevated platforms, such as walkways, ridges, and ramps, should have guardrails.
- The play equipment should be in good condition without sharp points, corners, or edges. The play equipment should have no splinters, decay, rust, peeling paint, or cracked plastic.

1. What is the name of the area under or around a piece of equipment?

2. Why is it important for a playground to have protective surfacing?

3. If the top of the slide is 50 inches above the protective surface, could your six-year-old brother use the slide safely? Explain your answer.

4. What could prevent your falling from a platform?

5. List three things that indicate that play equipment is in poor condition.

Name _____

Date _____



Measurement Chart

Use the measurement chart to solve each problem.

Area	Measurement
Fall zone.....	Minimum of 6 feet
Protective surface	At least 12 inches deep
Highest platform for preschool children	Not to exceed 4 feet
Highest platform for school-age children	Not to exceed 6 feet

1. The “fall zone” around the play equipment is two yards from the perimeter. Is the equipment safe to use? _____
Why or why not? _____
2. The play gym is 24 inches plus 2 feet above the protective surface. Is this piece of equipment safe to use? _____
Why or why not? _____
3. The slide is 46 inches above the protective surface. Is this piece of equipment safe for a four-year-old child to use? _____
Why or why not? _____
4. The protective surface under the play equipment measured 4 inches deep. You added 12 inches of soft material, then removed 5 inches. Is there enough protective surface for this area to be considered safe? _____
Why or why not? _____
5. The tower at the playground is 1 yard, 1 foot, and 24 inches above the protective surface. Is this a safe piece of equipment for a school-age child to use? _____ Why or why not? _____
6. The protective surface of the playground area measures 40 feet on each side. There is a swing measuring 2 yards wide. There is a slide measuring 24 inches wide. There is a jungle gym measuring 5 feet wide. If all the play equipment were placed side by side, would there be enough room for a 6 foot safety zone around each piece of equipment? _____

Show your work on a separate sheet of paper.

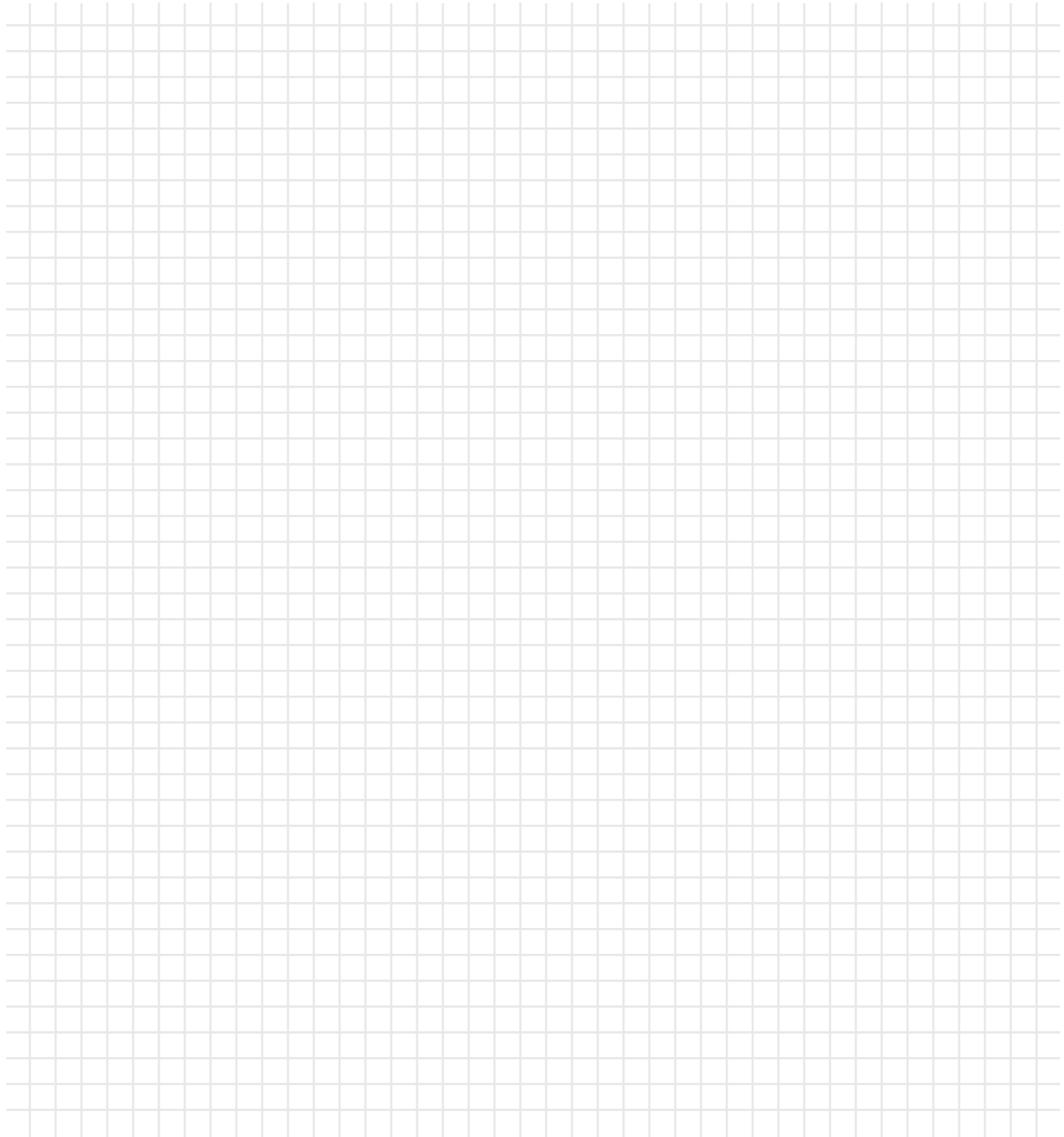
Name _____

Date _____



Bird's-Eye View

In the space below, draw an aerial view of the playground using the measurements from problem six on the previous page.



Name _____

Date _____



Safety Checklist

Review the facts below. Then answer the questions that follow.

- The surface under and around the play equipment should be a soft, loose material such as wood chips, shredded bark mulch, sand, pea gravel, pre-molded rubber tiles, or pour-in-place systems.
- The surface should be maintained at a depth of at least 12 inches.
- Play equipment should have a six-foot "fall zone" from the perimeter of the equipment. A fall zone is the area under and around a piece of equipment where a child might fall.
- The highest platform on climbing equipment, or the top of any slide, should not exceed four feet above the protective surface for preschool-age children, or six feet above the protective surfacing for school-age children.
- Elevated platforms, such as walkways, ridges, and ramps, should have guardrails.
- The play equipment should be in good condition without sharp points, corners, or edges. The play equipment should have no splinters, decay, rust, peeling paint, or cracked plastic.

1. What is the name of the area under or around a piece of equipment?

fall zone

2. Why is it important for a playground to have protective surfacing?

It provides cushioning in case children fall.

3. If the top of the slide is 50 inches above the protective surface, could your six-year-old brother use the slide safely? Explain your answer.

Yes. For school-age children the top of a slide should not exceed 6 feet above the protective surfacing.

4. What could prevent your falling from a platform?

guardrails

5. List three things that indicate that play equipment is in poor condition.

Answers will vary but may include that the equipment has splinters, peeling paint, and rust.

Name _____

Date _____



Measurement Chart

Use the measurement chart to solve each problem.

Area	Measurement
Fall zone.....	Minimum of 6 feet
Protective surface	At least 12 inches deep
Highest platform for preschool children	Not to exceed 4 feet
Highest platform for school-age children	Not to exceed 6 feet

1. The “fall zone” around the play equipment is two yards from the perimeter. Is the equipment safe to use? Yes.
Why or why not? The area of the fall zone must be a minimum of 6 feet, or 2 yards.
2. The play gym is 24 inches plus 2 feet above the protective surface. Is this piece of equipment safe to use? Yes
Why or why not? It is 4 feet high—safe for preschool and school-age children.
3. The slide is 46 inches above the protective surface. Is this piece of equipment safe for a four-year-old child to use? Yes.
Why or why not? It is less than 4 feet above the protective surface.
4. The protective surface under the play equipment measured 4 inches deep. You added 12 inches of soft material, then removed 5 inches. Is there enough protective surface for this area to be considered safe? No.
Why or why not? It is only 11 inches deep. It must be at least 12 inches deep.
5. The tower at the playground is 1 yard, 1 foot, and 24 inches above the protective surface. Is this a safe piece of equipment for a school-age child to use? Yes Why or why not? It is 6 feet high—safe for school-age children.
6. The protective surface of the playground area measures 40 feet on each side. There is a swing measuring 2 yards wide. There is a slide measuring 24 inches wide. There is a jungle gym measuring 5 feet wide. If all the play equipment were placed side by side, would there be enough room for a 6 foot safety zone around each piece of equipment? Yes.

Show your work on a separate sheet of paper.

The swing is 2 yards, or 6 feet; the slide is 24 inches, or 2 feet; and the jungle gym is 5 feet. Adding a 6-foot safety zone around each piece of equipment would total 37 feet across; the protective surface is 40 feet across.

Name _____

Date _____



Bird's-Eye View

In the space below, draw an aerial view of the playground using the measurements from problem six on the previous page.

Check students' work.

A large, empty grid of small squares, intended for students to draw an aerial view of a playground. The grid is composed of 20 columns and 30 rows of squares.



Firearms Injury Prevention



Home Activity

Communicate safety. Spend some time talking to your child about firearms injury prevention. Ask your child why he or she thinks this is important. Then, share a story about an incident involving a firearm that either you experienced, read about in a newspaper or magazine, or viewed on television or in a movie. Share your reaction to the incident.

Visit www.riskwatch.org or www.sparky.org for more information and additional activities.

Your child has been learning about the dangers posed by firearms and what he or she can do to protect himself or herself from unintentional injury or death. Unintentional firearms-related injuries or death are defined as those in which the person firing the gun did not intend to hurt anyone. In 2000, 86 children aged 14 and under in the United States died from unintentional firearms-related incidents. In 2001, nearly 1,400 children were treated in emergency rooms for unintentional injuries received from a firearm.

To keep your child from being injured by a gun, you need to child-proof your home. Most childhood shooting deaths involve guns that have been kept loaded and accessible in or around the home. Children are naturally curious, and sometimes they cannot tell the difference between a real gun and a toy gun.

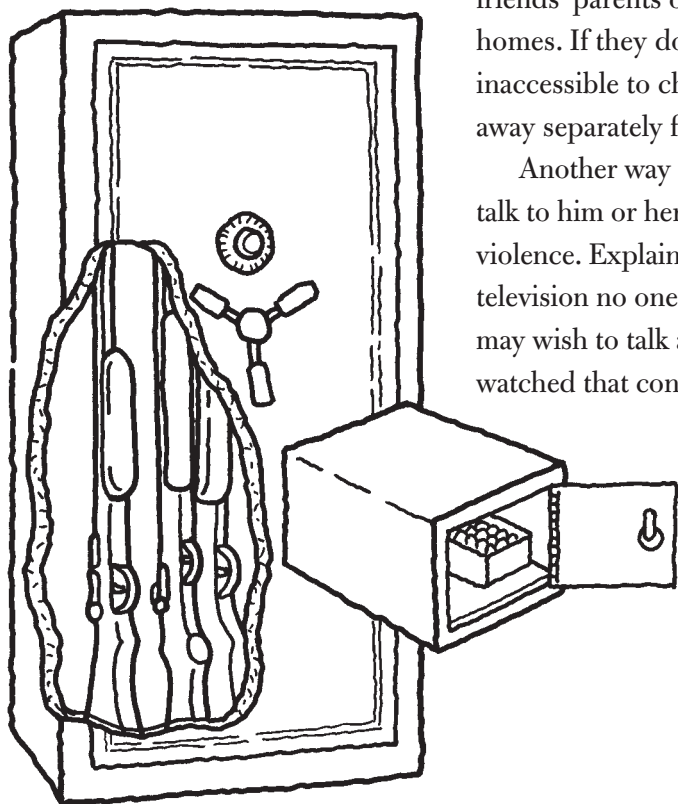
If you have a gun in your home make sure it is stored unloaded and in a locked place where a child cannot touch it. All ammunition should also be kept locked away in an inaccessible location separately from the gun.

Educating children about gun safety plays an important role in keeping them safe from firearms. Talk to your child about staying away from guns in places where they play and homes they visit. Talk with your children's friends' parents or caregivers to find out whether they have guns in their homes. If they do, verify that the guns are kept unloaded, locked away, and inaccessible to children. Also, check that any ammunition is kept locked away separately from the gun.

Another way to educate your child about the dangers of firearms is to talk to him or her about the difference between real violence and television violence. Explain that in real life, children can be hurt by guns, while on television no one is actually hurt, although it appears that they are. You may wish to talk about a program or video game that your child may have watched that contained violence. Ask how he or she felt about it. It's

important to let your child know that he or she can talk to you.

Data sources: Consumer Federation of America, National SAFE KIDS Campaign®.



Name _____

Date _____



Stand Up for Firearms Safety

Each of the following sentences expresses an opinion about firearms safety. Choose one statement and then, using the space below, write an essay about whether you agree or disagree. Use proper punctuation and capitalization. Edit your essay when you have finished.

- Guns do not need to be locked away because children know to stay away from them.
- If guns are locked up, it's okay to keep them loaded with ammunition.
- If a child visits your home, you should make sure to let him or her know that there is a loaded gun in the house.
- It's okay for children to play with toy guns. This will make them more aware of the dangers of real guns.

Name _____

Date _____



Write to a Public Official

Answer the questions below. Then, use your answers to compose a letter to a government official, such as your mayor, city council member, school board member, or state representative. Be sure to identify yourself as a "Risk Watcher" and discuss the importance of firearms safety. Make suggestions for promoting and ensuring greater safety measures to prevent firearms-related injuries to children.

- 1.** Why is it important for children to stay away from guns and ammunition?

- 2.** What should a child do if he or she finds a gun or ammunition?

- 3.** What should a child do if he or she is in a home where either a gun or ammunition is accessible?

- 4.** What can families do to make their homes safe from the possible dangers of firearms?

- 5.** What can we do to help children learn about ways to protect themselves from unintentional firearms injuries?

Name _____

Date _____



Stand Up for Firearms Safety

Each of the following sentences expresses an opinion about firearms safety. Choose one statement and then, using the space below, write an essay about whether you agree or disagree. Use proper punctuation and capitalization. Edit your essay when you have finished.

- Guns do not need to be locked away because children know to stay away from them.
- If guns are locked up, it's okay to keep them loaded with ammunition.
- If a child visits your home, you should make sure to let him or her know that there is a loaded gun in the house.
- It's okay for children to play with toy guns. This will make them more aware of the dangers of real guns.

Answers will vary. Check students' work.

Name _____

Date _____



Write to a Public Official

Answer the questions below. Then, use your answers to compose a letter to a government official, such as your mayor, city council member, school board member, or state representative. Be sure to identify yourself as a "Risk Watcher" and discuss the importance of firearms safety. Make suggestions for promoting and ensuring greater safety measures to prevent firearms-related injuries to children. **Letters will vary. Check students' work.**

- 1.** Why is it important for children to stay away from guns and ammunition?

Answers will vary but may include that guns are a leading cause of death and injury to children.

- 2.** What should a child do if he or she finds a gun or ammunition?

If a child finds a gun or ammunition, he or she should leave the area and tell a grown-up.

- 3.** What should a child do if he or she is in a home where either a gun or ammunition is accessible?

The child should stay away from the gun or ammunition.

- 4.** What can families do to make their homes safe from the possible dangers of firearms?

If there is a gun in the home, families should unload it and lock it away from the reach of children. They should store bullets in a separate, locked place.

- 5.** What can we do to help children learn about ways to protect themselves from unintentional firearms injuries?

Answers will vary but may include teaching children to consistently follow rules about gun safety.



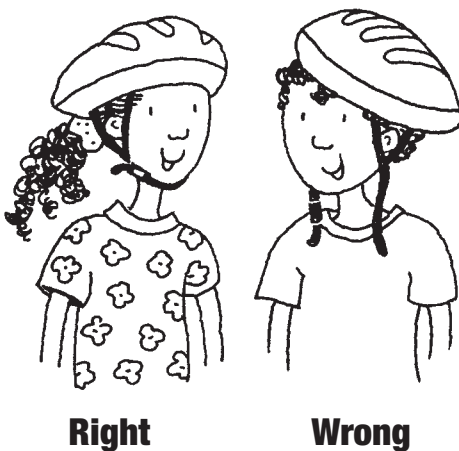
Bike and Pedestrian Safety



Home Activities

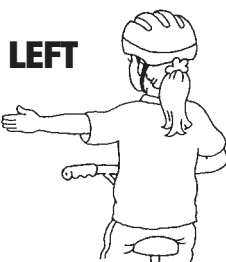
Create a checklist. Help your child create a checklist of things to do that will help him or her "see and be seen." Post the checklist on your refrigerator.

Visit www.riskwatch.org or www.sparky.org for more information and additional activities.

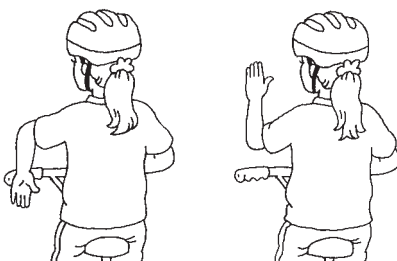


Right

Wrong



LEFT



STOP



RIGHT

Your child has been learning bicycle safety rules and the proper way to cross streets and parking lots safely. Young children aged 10 and younger need the constant supervision of a grown-up to keep them safe from moving vehicles whose drivers may not see small children until it is too late.

In 2001, nearly 314,600 children in the United States, aged 14 and under, were treated in hospital emergency rooms for bicycling-related incidents. Nearly half of children ages 14 and under hospitalized for bicycle-related injuries are diagnosed with a traumatic brain injury. Studies have shown that wearing a bicycle helmet significantly reduces the risk of a brain injury by 85 percent in the event of an incident. Worn properly, bicycle helmets should sit level on the head, and be snug and comfortable.

Another startling statistic is the number of children killed in pedestrian-related incidents. In 2000, incidents involving motor vehicles were responsible for the deaths of 534 children aged 14 and under in the United States, and another 172 children of this age died in non-traffic related incidents.

Safeguard your child by being bike-smart. Make sure your child always wears a bicycle helmet when riding a bike, skateboard, scooter, or inline skates and that he or she rides on sidewalks or paths. Teach your child to make a complete stop when entering a sidewalk, path, or driveway. Also teach him or her to look left, right, and left again for people who may be walking on the sidewalk or path or for vehicles pulling into or out of a driveway and how to use proper hand signals before stopping or turning.

Teach your child to be street-smart, as well. Make sure your child knows to use great caution when crossing a street or parking lot. Teach your child to stop at the curb or edge of a road, preferably at an intersection, to make sure the street is clear for crossing, and to never run into the street. Remind your child to listen and look for moving vehicles before crossing the street by looking left, right, and left again.

Data sources: National Center for Injury Prevention and Control; National SAFE KIDS Campaign®; Pediatric Head Injuries and Deaths from Bicycling in the United States, *Pediatrics*, 1996.

Name _____

Date _____



Bike Safety Acrostic

Read the acrostic below. Each letter in the phrase "my bike" describes a bike.

Metallic paint that shines so bright

Yellow stripes stream front to back

Big tires that grip the road

Ice water bottle securely fastened

Kickstand so that the bike stands up straight

Enough reflectors so that I can be seen

Use the letters below to create your own acrostic describing safe bike riding.

B _____

I _____

K _____

E _____

R _____

I _____

D _____

I _____

N _____

G _____

Name _____

Date _____



The Bike Ride

Read the story. Answer the questions that follow.

It was the first day of summer vacation. Carlito and Gaddo decided to go for a bike ride in the park. The boys told their mom where they were going and asked at what time they should be back. She told them to be home at 4:00 P.M.

Carlito went to the garage and opened the door. He pulled out the bikes while Gaddo got their bike helmets. Carlito took his bike helmet and put it back in the garage. He thought it was too hot to wear a helmet. Gaddo reminded him that it was the law, but Carlito would not listen.

The boys rode their bikes over to the park, watching for traffic along the way. They rode their bikes in single file. When they crossed the street, they both got off their bikes and walked across the street.

As they began riding through the park, the front tire of Carlito's bike hit a rock. Carlito went crashing down on the bike path. The side of his head hit the ground pretty hard, and he got scratches all over his right leg and right arm. Gaddo stopped his bike and ran over to help Carlito.

1. Who are the main characters in the story?

2. What happened in the story?

3. What rules did the boys follow while riding their bikes?

4. What part of Carlito's head was injured?

5. What important bike safety rule did Carlito ignore?

6. Write two possible endings to this story, one happy and one sad.

Name _____

Date _____

Safety First Collage

On a separate sheet of construction paper, create a collage about bike or pedestrian safety. Use old magazines and newspapers to cut out words and pictures. After completing your collage, write an essay explaining the meaning of your collage.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

Date _____



Bike Safety Acrostic

Read the acrostic below. Each letter in the phrase "my bike" describes a bike. ***Check students' work.***

Metallic paint that shines so bright

Yellow stripes stream front to back

Big tires that grip the road

Ice water bottle securely fastened

Kickstand so that the bike stands up straight

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The boys rode their bikes over to the park, watching for traffic along the way. They rode their bikes in single file. When they crossed the street, they both got off their bikes and walked across the street.

As they began riding through the park, the front tire of Carlito's bike hit a rock. Carlito went crashing down on the bike path. The side of his head hit the ground pretty hard, and he got scratches all over his right leg and right arm. Gaddo stopped his bike and ran over to help Carlito.

1. Who are the main characters in the story?

Carlito and Gaddo.

2. What happened in the story? ***The boys went on a bike ride to the park. Carlito didn't wear a bike helmet. The front tire on his bike hit a rock, and Carlito went crashing down on the sidewalk.***

3. What rules did the boys follow while riding their bikes?

Ride on the sidewalk. Watch for traffic. Ride in single file. Walk your bicycle across the street. Gaddo wore a bike helmet.

4. What part of Carlito's head was injured?

The right side (inferred from the right leg and right arm being injured).

5. What important bike safety rule did Carlito ignore?

Wear a bike helmet.

6. Write two possible endings to this story, one happy and one sad.

Answers will vary but students should write one happy ending and one sad ending.



Safety First Collage

On a separate sheet of construction paper, create a collage about bike or pedestrian safety. Use old magazines and newspapers to cut out words and pictures. After completing your collage, write an essay explaining the meaning of your collage.

Answers will vary. Check students' work.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



Water Safety



Home Activities

Build storm awareness. Create a list of water safety rules that apply to the members of your household when thunder or lightning occurs. Research together on the Internet the dangers of swimming or bathing during a storm that includes thunder and lightning. Discuss how you should evacuate any body of water—pool, lake, pond, or ocean—during a storm.

Visit www.riskwatch.org or www.sparky.org for more information and additional activities.

Your child has been learning about water safety and why it's important to follow water safety rules when in or around water. Most drowning incidents occur while swimming, fishing, boating, and bathing. Small children can drown in a bucket of water. In 2000, in the United States, 943 children aged 14 and under drowned.

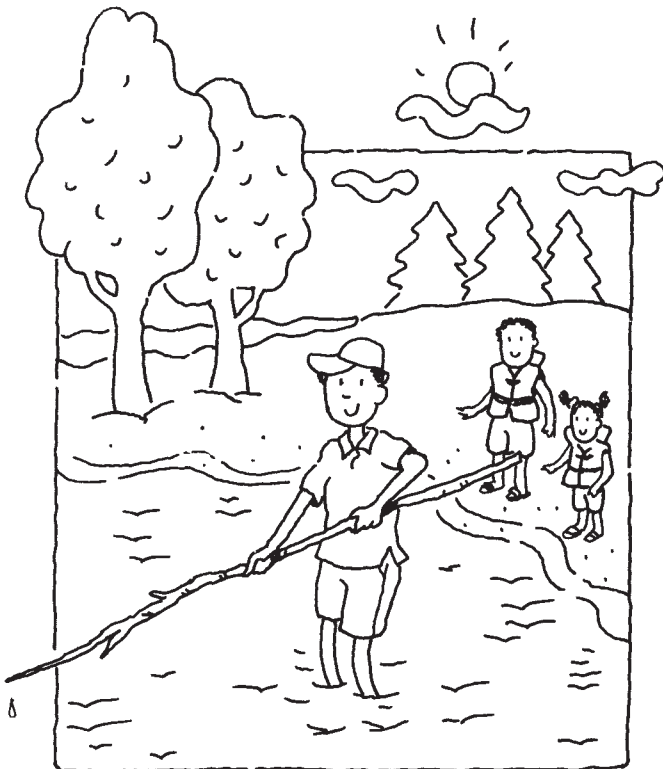
You can prevent a drowning incident by making sure your child has adult supervision at all times whenever he or she is in or around water. In addition, swimming pools should be enclosed by four-sided fencing that is at least five feet high and is equipped with self-closing and self-latching gates.

Another way to safeguard your child from a drowning incident is to provide ongoing swimming lessons. Swimming lessons help your child learn proper swimming techniques, gain extensive training, and follow water safety rules. If your child cannot swim well, make sure he or she wears a U. S. Coast Guard approved personal flotation device (PFD) when he or she is near water. A PFD will add buoyancy to the body and keep the head and body higher in the water. Inner tubes, rafts, floaties, water wings, and other swim-

ming toys are not considered PFDs and should not be used as such.

In addition, remind your child of the water safety rules. Make sure your child never swims alone; he or she should always have a grown-up present. Remind your child to pay attention to posted signs, such as "No Diving" and "No Running or Jumping." Make sure your child swims only when rested, does not eat food or chew gum while in the water, and does not engage in horseplay in or around the water. Also, remind your child to get out of the water immediately if he or she hears thunder or sees lightning.

Data sources: American Red Cross, National Center for Health Statistics (NCHS), National SAFE KIDS Campaign®, National Safety Council Injury Facts, United States Lifesaving Association.



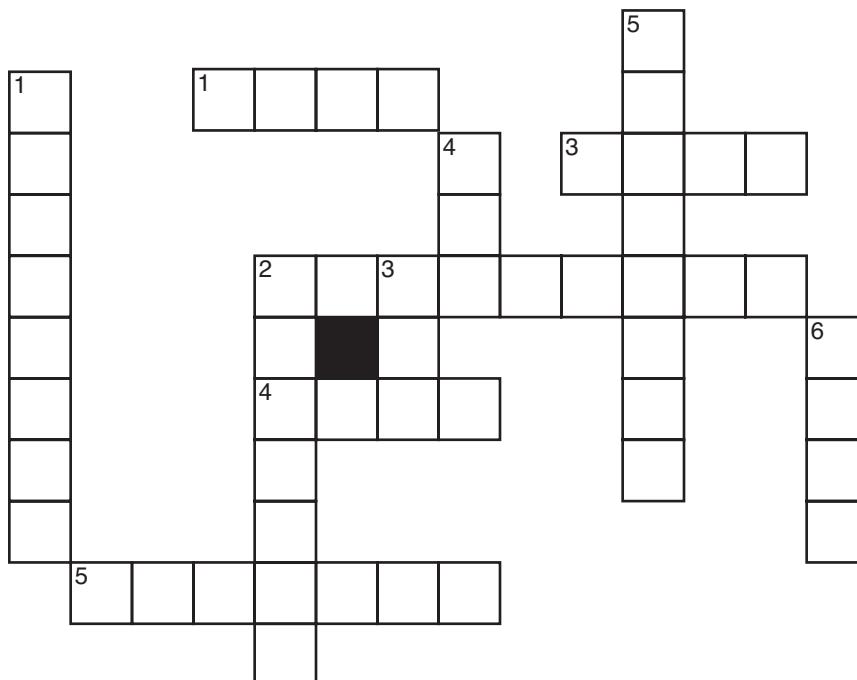
Name _____

Date _____



Water Safety Puzzle

Read each definition. Write down the word. Then fill in the crossword puzzle with the correct word.



Across

1. To enter a body of water cautiously— _____
2. A trained person who can help if there is trouble in or around water— _____
3. The location where most swimming lessons occur— _____
4. The opposite of float— _____
5. The roar in a storm— _____

Down

1. The result of lungs filling with water rather than air— _____
2. Similar to instructions— _____
3. Swimming for amusement— _____
4. Frozen water— _____
5. A floating object is said to have— _____
6. Plunge— _____

Name _____

Date _____



In Over Their Heads

Read the story below. Answer the questions that follow.

It was the last day of school, and Phil was having a pool party. Everyone was invited, including Phil's teacher, Mrs. Eberman. As the kids arrived, Phil's mom reviewed with them the safety rules that they must follow when in or around the pool. As an added safety measure, she hired a lifeguard to supervise the swimming while she prepared the food for the party.

The kids were excited to get the pool party started. They threw their beach towels on the ground and ran to the pool. They all started jumping in the water. Phil had the coolest pool toys—floats and noodles galore! Of course, there weren't enough pool toys for everyone so the kids were hanging on each other as they tried to get pool toys. The lifeguard blew his whistle, and the kids listened for a short time but quickly went back to their horseplay.

The horseplay soon turned into a competition to see who could perform the coolest jumps off the side of the pool. Kids were pushing and shoving to get a

chance to show off their skills. Then Peter, who was running along the edge of the pool, fell down. He cut his ankle, and that's when Mrs. Eberman took control.

Mrs. Eberman made everyone get out of the water. She divided the group in half, letting half of the kids go in the water to swim while the other half rested or played lawn games. After 30 minutes, she had the groups switch.

At first everyone was angry at Mrs. Eberman. But after the kids started playing, they realized that this was a good idea. No one was fighting over toys. There was more room to swim in the pool. Everyone was getting along and having a good time. The lifeguard seemed relieved, too, because he could see everyone in the pool better and the kids could hear his whistle.

Everyone learned a lesson that day. Water safety rules are meant to keep everyone safe and allow them to have fun, too.

1. What water safety rules were broken before Mrs. Eberman took control of the party?

2. If you were having a pool party, what would you tell your friends about water safety?

Name _____

Date _____



Learning a Lesson

Refer to the story on the previous page. In the space provided below, write a paragraph explaining what you learned about water safety. Be sure to include why you think people need to be made aware of water safety.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

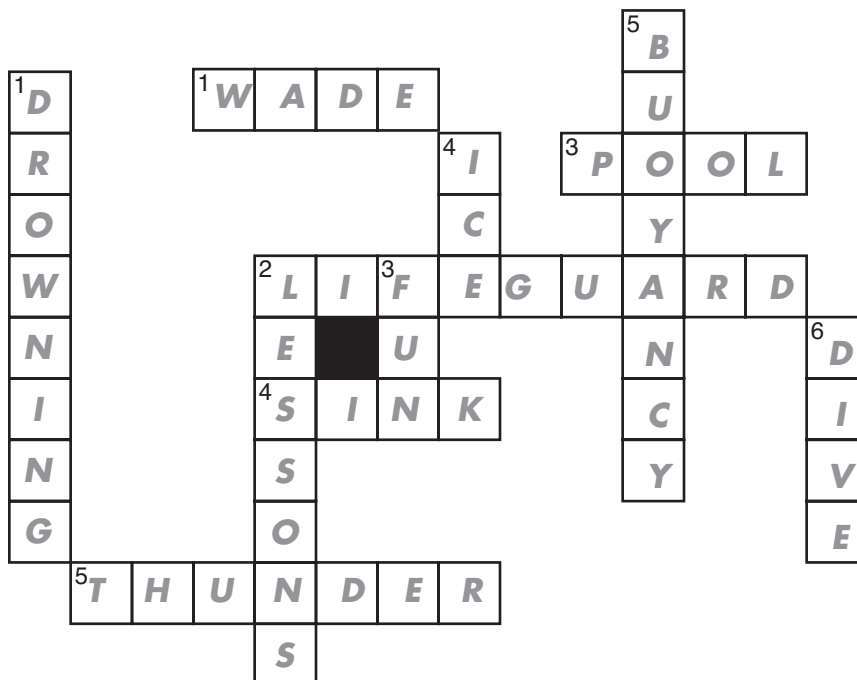
Name _____

Date _____



Water Safety Puzzle

Read each definition. Write down the word. Then fill in the crossword puzzle with the correct word.



Across

- To enter a body of water cautiously— wade
- A trained person who can help if there is trouble in or around water— lifeguard
- The location where most swimming lessons occur— pool
- The opposite of float— sink
- The roar in a storm— thunder

Down

- The result of lungs filling with water rather than air— drowning
- Similar to instructions— lessons
- Swimming for amusement— fun
- Frozen water— ice
- A floating object is said to have— buoyancy
- Plunge— dive

Name _____

Date _____



In Over Their Heads

Read the story below. Answer the questions that follow.

It was the last day of school, and Phil was having a pool party. Everyone was invited, including Phil's teacher, Mrs. Eberman. As the kids arrived, Phil's mom reviewed with them the safety rules that they must follow when in or around the pool. As an added safety measure, she hired a lifeguard to supervise the swimming while she prepared the food for the party.

The kids were excited to get the pool party started. They threw their beach towels on the ground and ran to the pool. They all started jumping in the water. Phil had the coolest pool toys—floats and noodles galore! Of course, there weren't enough pool toys for everyone so the kids were hanging on each other as they tried to get pool toys. The lifeguard blew his whistle, and the kids listened for a short time but quickly went back to their horseplay.

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Everyone learned a lesson that day. Water safety rules are meant to keep everyone safe and allow them to have fun, too.

1. What water safety rules were broken before Mrs. Eberman took control of the party? ***Don't mess around in the pool. Don't jump or dive into the water unless a lifeguard or grown-up says it is OK.***
2. If you were having a pool party, what would you tell your friends about water safety? ***Answers will vary but may include to not run around the pool and to not eat when they are swimming.***

Name _____

Date _____



Learning a Lesson

Refer to the story on the previous page. In the space provided below, write a paragraph explaining what you learned about water safety. Be sure to include why you think people need to be made aware of water safety.

Answers will vary.

[illegible]

Grade 6 *Risk Watch* Messages

Motor Vehicle Safety

1. Always ride buckled up in the back seat in a child safety or booster seat.
2. Learn and practice school bus safety rules.

Fire and Burn Prevention

1. If your clothes catch fire, stop, drop, and roll.
2. Know what to do when the smoke alarm sounds.
3. Hot things can hurt you.
4. Tell a grown-up if you find matches or lighters.

Choking, Suffocation, and Strangulation Prevention

1. Eating is serious business.
2. Save your breath.

Poisoning Prevention

1. Take medicine only from a grown-up you trust.
2. Ask a grown-up before eating or drinking anything.
3. Tell a grown-up if someone finds poison.

Fall Prevention

1. Stay away from open windows.
2. Avoid playing on stairs and escalators.
3. Learn and practice safe play rules.
4. Play on “soft” play surfaces.

Firearms Injury Prevention

1. Tell a grown-up if you find a gun.
2. Stay away from guns and ammunition.

Bike and Pedestrian Safety

1. Cross the street with a grown-up.
2. Learn and practice bike safety rules.
3. Wear a helmet every time you ride.
4. See and be seen.

Water Safety

1. Always swim with a grown-up.
2. Wear a personal flotation device (PFD) when in or around water.
3. Learn and practice the water safety rules.
4. Stop, look, and test before entering lakes and pools.
5. Be safe on ice.



DIRECTIONS

Read each of the questions and decide on the BEST answer. Then circle your answer.

1

When riding in a car, your lap-shoulder belt should be

- A. under your arm.
- B. across your stomach, but not too tight.
- ✓ C. snugly across your chest.
- D. stuffed between the seat cushions.

2

Smoke alarms should be installed

- A. only in the basement.
- ✓ B. in or near each sleeping area.
- C. but don't put the batteries in because they make too much noise.
- D. just in the kitchen.

3

When you need to cross the road after you get off the bus, you should

- ✓ A. make eye contact with the bus driver and any other driver on the road to be sure they see you.
- B. cross the road in front of the bus, walking as close to the bus as you can.
- C. jump off the bus and run across the road as fast as you can.
- D. cross in front of the bus. Don't worry about cars because they have to stop for school buses.

4

When you are riding your bicycle,

- ✓ A. always wear bright clothing to be sure drivers can see you.
- B. you don't have to worry about drivers because they are always on the lookout for pedestrians and bike riders.
- C. you don't have to worry about pedestrians because bike riders always get to go before pedestrians.
- D. it's OK to give somebody a ride on the back of your bicycle.

5

If you see a wire dangling from a power pole onto the sidewalk, you should

- A. find a tree branch or other piece of wood to move the wire out of the way.
- ✓ B. call 911 or the fire department.
- C. stay away from it, but then ignore it.
- D. throw something at the wire to find out if someone has turned off the electricity.

6

If smoke fills the room,

- A. stand up and walk to the door because the freshest air is at the top of the room.
- B. stay where you are.
- ✓ C. crawl to an outside door on your hands and knees.
- D. hide in the closet.

7

A bicycle helmet

- A. should be worn just by people who ride really fast on their bikes.
- ✓ B. helps prevent head injuries if you fall.
- C. can be worn like a cap. You don't have to bother with buckling the straps.
- D. is so expensive that only a few kids can afford them.

8

If you find a pill on the floor that looks like a vitamin,

- A. it probably is a vitamin and you can eat it.
- B. pick it up and put it back in the bottle with the rest of the vitamins.
- C. leave it where it is.
- ✓ D. find an adult right away and tell them about it.

9

You are home alone and spray window cleaner in your eyes by mistake. What should you do?

- ✓ A. Wash your face and eyes and call the Poison Control Center.
- B. Wait for an adult to get home so you can tell them what happened.
- C. Wash your face and eyes and go outside to get into the fresh air.
- D. Lie down in a darkened room with a wet washcloth over your eyes.

10

A PFD is a Personal Flotation Device. It

- ✓ A. helps you stay afloat when you are in the water.
- B. is very uncomfortable to wear and should only be used in emergencies.
- C. is designed to be placed on the seat next to you in a boat. Grab it just before you go overboard.
- D. is only for children under six years old.

11

Pretend you are babysitting a two-year-old boy and you are feeding the child. What should you do?

- A. Give him little, round foods like grapes because they are easy to eat.
- B. Put the child in the high chair and go watch TV while he eats.
- ✓ C. be sure to give him the right kinds of food so he doesn't choke.
- D. get him to eat quickly so you can go back to your homework.

12

When riding in a car, you should

- A. lean out the window.
- ✓ B. sit in the back seat with your safetybelt on.
- C. only wear your safetybelt if the adults wear theirs.
- D. only wear your safetybelt on long trips.

13

When you ride the escalator with your younger brother or sister,

- A. teach them how to walk up the escalator that goes down.
- B. let them sit down on the steps while the escalator is moving.
- ✓ C. hold one of their hands and teach them to put their other hand on the handrail.
- D. show them how to walk up the steps as the escalator goes up.

14

If a person is choking and cannot talk, you should

- A. yell for help.
- B. raise their arms up over their head.
- C. hit them on the back as hard as you can.
- ✓ D. perform the Heimlich maneuver.

15

When young children are learning to crawl and climb,

- A. it's OK to let them play with string and window blind cords because they like to wrap them around things.
- B. playing on the stairs makes their legs stronger.
- C. leave them in their cribs so you don't have to worry about them.
- ✓ D. you should stay with them to be sure they are safe.

16

Lifeguards are trained to help if there is trouble in the water and to make sure swimmers follow the rules. Ask a lifeguard

- A. to help you find somebody to swim with.
- ✓ B. if you don't know which section of the pool to swim in.
- C. to tell you when your mom gets there.
- D. to help you find your towel.

17

When you are heating soup on the stove, you should

- A. be sure the pot handle hangs out toward you so you can reach it easily.
- B. watch TV until you hear the soup boiling.
- C. leave the pot holder near the burner so you can find it easily.
- ✓ D. stay close to the stove.

18

Which of these people is the safest?

- A. Joe starts going down the slide when the person in front of him is half way.
- B. Maria is on the seesaw with her friend, Melanie. When she reaches the ground and Melanie is at the top, Maria jumps off.
- C. Micah swings really high in the air when he stands up.
- ✓ D. Toby goes down the slide sitting down and feet first.

19

If your parents have a gun, they should

- A. leave it in the night stand by the bed.
- B. always keep it loaded in case a burglar comes.
- ✓ C. lock it in a case, unloaded, and store it out of sight and out of reach.
- D. keep it in a closet by the front door with the ammunition nearby, but not in the gun.

20

What should you have on hand in case of poisoning?

- A. Charcoal like you use in a barbecue grill
- ✓ B. The Poison Control Center's phone number
- C. A glass of water
- D. A piece of bread

21

There is going to be a parade in your town. Your friends have found a great spot to watch the parade where no one else will be—the roof of the local bank. Which of these would be the best thing to do?

- A. Stay three feet away from the edge of the roof.
- B. Take an adult with you.
- ✓ C. Find another spot to watch the parade.
- D. Take a folding chair with you so you don't have to stand on the roof.

22

If you are exploring in the woods and you find something that you think might be a bullet,

- ✓ A. leave it where it is but tie something to a tree to mark the spot and report it to an adult.
- B. put it in your pocket until you get home.
- C. ignore it.
- D. hit it with a rock to see if it's real.

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When you ride your bicycle,

- A. ride so you can see the cars coming toward you.
- ✓ B. ride with the traffic flow, in a bike lane if there is one.
- C. don't worry about things like stop signs. They are just for cars.
- D. hang your helmet from the handlebar, just in case you need it.

24

You are a very good swimmer. You have been invited to swim in a friend's swimming pool. You arrive at the pool and there is no adult present. What should you do?

- ✓ A. Stay out of the pool until an adult arrives.
- B. Stay in the shallow end of the pool.
- C. Stay near your friend when you are in the water.
- D. Be extra careful while you are swimming.

Safety Test for Grades 5 & 6



Name: _____

DIRECTIONS

Read each of the questions and decide on the BEST answer. Then mark an answer on your separate answer sheet.

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When riding in a car, your lap-shoulder belt should be

- A. under your arm.
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- A. only in the basement.
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When you need to cross the road after you get off the bus, you should

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When you are riding your bicycle,

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If smoke fills the room,

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- C. Stay near your friend when you are in the water.
- D. Be extra careful while you are swimming.

Grade: _____

Summary Sheet



An injury prevention program from NFPA

[illegible]

Risk Watch® User Survey Form



Please duplicate this form for future submissions

We want to know what you think of *Risk Watch*®. Use this User Survey Form to let us know how the program has worked in your classroom and ideas to make the program even better.

Name: _____

School: _____

Address: _____

City: _____

State/Province: _____ Zip/Postal Code: _____

Grade Level: _____

What do you like about *Risk Watch*?

What do children and caregivers like about *Risk Watch*?

What recommendations do you have to make the program better?

If you have observed a positive change in the behavior of any of your students as a result of their participation in the *Risk Watch* program, please use the *Risk Watch* Success Incident Report Form to document it. Your class or student may be eligible to receive a certificate of recognition from NFPA!

Return completed form to:

NFPA, Public Education Division,
1 Batterymarch Park, P.O. Box 9101, Quincy, MA 02169-7471
Fax: (617)770-0200



Risk Watch® Success Incident Report



Please duplicate this form for future submissions

We want to recognize students and others in your community who have put their *Risk Watch*® safety lessons into action. We'll mail a special commemorative certificate to your local hero for each documented "*Risk Watch Save*" or "*Risk Watch Success*" you tell us about.

A "***Risk Watch Save***" certificate will be presented to a person whose actions, learned as a direct result of participation in NFPA's *Risk Watch* program, have resulted in the preservation of human life, or whose positive intervention has prevented or minimized a potentially life-threatening situation. (Examples: Nominee followed a pre-established escape plan and survived a home fire, survived a motor vehicle collision through the proper use of safety belts or a child restraint seat, avoided severe head injury in an actual bicycle incident by wearing a bike helmet; and so forth.)

A "***Risk Watch Success***" certificate will be presented to a person whose actions, learned as a direct result of participation in NFPA's *Risk Watch* program, have reduced the danger of a potentially harmful situation. (Examples: Nominee persuaded caregiver to install a smoke alarm or practice a home fire drill; convinced a friend to wear a bicycle helmet or safety belt; told a responsible adult that he or she had found matches, poison, ammunition, or a gun; and so forth.)

In order for NFPA to issue a certificate in a timely fashion, please be as detailed as possible when completing this form.

Submitted by: _____

School or organization: _____

Address: _____

Telephone number: _____

Fax number: _____

E-mail: _____



NFPA will review the information provided on the *Risk Watch Success Incident Report* and determine the viability of the incident. Successes and Saves will be acknowledged with a certificate of commendation signed by the President of NFPA. The certificate will be sent to the person listed below for presentation to the individual who performed the safe behavior. Please specify contact name, complete address, and telephone number for NFPA to send the certificate.

When will the certificate be presented? _____

continued...

Risk Watch® Success Incident Report



continued...

Who performed the *Risk Watch* behavior? _____

Age of individual at the time of the incident: _____ Grade: _____

Name and ages of all children involved: _____

Date of incident: _____

City/town where the incident occurred: _____

Exact location where incident took place: _____

In the event of a "Save," NFPA will contact the child's family, please include the family's home phone number in your initial report: _____

Name of teacher who taught the individual the *Risk Watch* behavior: _____

When was *Risk Watch* first implemented in the classroom? _____

When was *Risk Watch* first implemented in the community? _____

Please indicate the risk area involved with this incident (check box):

- ☐ Motor Vehicle Safety
- ☐ Fire and Burn Prevention
- ☐ Choking, Suffocation, and Strangulation Prevention
- ☐ Poisoning Prevention
- ☐ Falls Prevention
- ☐ Firearms Injury Prevention
- ☐ Bike and Pedestrian Safety
- ☐ Water Safety

Please write a detailed summary of the incident, spelling out exactly what happened and what steps were taken by each person involved in the incident. Also explain how the child's action(s) positively impacted his/her safety and that of others. Attach documentation such as a newspaper article or incident report, if available.

Return completed form to:

NFPA, Public Education Division,
1 Batterymarch Park, Quincy, MA 02169-7471



Risk Watch® Diploma



NFPA recognizes

as an official *Risk Watcher*.

D A T E

T E A C H E R